DOCUMENT RESUME

ED 229 809 CS 504 190

AUTHOR Smeltzer, Larry R.; Watson, Kittie W.
TITLE Improving Listening Skills Used in Business: An Empirical Comparison of Discussion Length, Modeling and Level of Incentive.
PUB DATE Mar 83
NOTE 25p.; Paper presented at the Annual Meeting of the Southwest Division of the American Business Communication Association (Houston, TX, March 10-12, 1983).
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Business Communication; Communication Apprehension; Communication Research; *Demonstrations (Educational); *Discussion (Teaching Technique); Higher Education; *Incentives; *Lecture Method; Listening Comprehension; *Listening Skills; Motivation

ABSTRACT

Two studies compared strategies used to improve listening skills in business communication settings. The first study analyzed the effect of discussion length and incentive level on the ability of 347 business communication students placed in differing discussion and incentive groups to identify main points in 22 short, recorded dialogs. Results indicated that both class discussion and high incentive increased scores on a listening test. The second study analyzed the effect of lecture type or demonstration on the ability of 72 business communication students divided into a control group, a group receiving a 45-minute lecture on listening, and a group receiving the lecture plus a 30-minute videotaped demonstration of listening skills to ask questions, take notes, and summarize material; it also examined the relationship between listener apprehension and the frequency of asking questions. Results revealed that students exposed to a lecture plus a videotape asked more questions than the other students and that the quality of the student summaries was higher and notes were taken more frequently by students exposed to a lecture than by students not exposed to it. There was no significant relationship between listening apprehension questionnaire scores and the number of questions asked. (JL)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED229809

# IMPROVING LISTENING SKILLS USED IN BUSINESS: AN EMPIRICAL COMPARISON OF DISCUSSION LENGTH, MODELING AND LEVEL OF INCENTIVE

## ABSTRACT

Two studies were designed to compare strategies used to improve listening skills in business communication settings. The first study analyzed the effect of discussion length and incentive level on the ability to listen to and identify main points in 22 short dialogues. The results indicate that both length of discussion and level of incentive have an effect on the listening ability of students. The second study analyzed the effect of the lecture type and/or demonstration on the ability of subjects to ask questions, take notes, and summarize material. This study also examined the relationship between listener apprehension and the frequency of asking questions. Students exposed to a lecture plus a videotape demonstration asked more questions than the other students. The quality of the student summaries were higher and notes were taken more frequently by students exposed to a lecture than students not exposed to it. There was not a significant relationship between Listening Apprehension Questionnaire Scores and the number of questions asked.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Larry R. Smeltzer
Kittie W. Watson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CS504190

Larry R. Smeltzer is Assistant Professor of Business Communications and Office Systems in the College of Business Administration at Louisiana State University, Baton Rouge, LA 70803. Kittie W. Watson is Assistant Professor of Speech Communication in Newcomb College at Tulane University, New Orleans, LA 70118.

# IMPROVING LISTENING SKILLS USED IN BUSINESS: AN EMPIRICAL COMPARISON OF DISCUSSION LENGTH, MODELING AND LEVEL OF INCENTIVE

## INTRODUCTION

In recent years individuals in education, business, industry, and the professions have voiced concern about communication skill deficiencies of high school and college graduates. This concern has led to the inclusion of speaking and listening as basic skills requirements in the Public Education Title II program.[1] In addition, increasing numbers of courses and programs are emphasizing pragmatic approaches to speech communication instruction. Today educators are beginning to assume responsibility for the "development of applied or practical skills that undergraduate students can take into the marketplace after graduation."[2]

Most students receive considerable training in reading and writing, limited training in speaking, and almost no training in listening during the education process.[3] Yet, research suggests that the average person is more involved in receiving messages than sending them.[4] To emphasize the importance of listening, Rankin's classic study is often cited. He found that 70 percent of an average adult's waking time is spent in some form of communication and 45 percent of this time is spent in listening activities.[5] Other studies confirm Rankin's findings and indicate that mass communication sources such as television and radio have increased the time spent in listening

situations.[6] A recent study found that college students now spend about 53 percent of their communication time listening.[7] Finally in the business setting, Keefe reports that executives spend as much as 63 percent of their day listening.[8]

The importance of listening in business communication situations is well documented. A recent report examined 25 studies that were interested in identifying the most important communication skills necessary for entry level positions. In these studies, listening was mentioned most frequently.[9]

Although listening is important, listening skills are generally defective. Kaeberry simply states that most people do not know how to listen. He reports that tests indicate the average person understands, comprehends, and can recall 25% of what he or she hears and a rate of 10% is more often the norm.[10] Golen found the "tendency not to listen" as the number one barrier to effective communication in Accountant-Accountant Relationships and the number two barrier in Accountant-Client Relationships.[11] Smeltzer reported that a lack of skills in listening was perceived by first line supervisors as a major barrier to communication.[12] A survey of 457 members of the Academy of Certified Administrative Managers identified "active listening" as the most critical managerial competency.[13] The results of a similar study of companies with more than 1,000 employees rated listening as the most important communication skill.[14] Finally, a survey of Fortune 1000 Presidents identified poor subordinate listening habits as the most anxiety-producing work situation for top management.[15]

Because the importance of and need for improvement in listening skills, several sources discuss techniques to improve listening skills.[16] Unfortunately, since there is a lack of empirical research to substantiate most of these techniques, the effects remain relatively unknown. In addition, previous research involves the use of lecture (i.e., 20 or 30 minute presentation) rather than a typical small group or one-to-one situation. Lectures require active listening, but interactions with the speakers are often severely limited. However, most business communication involves short interactions between speakers and listeners. Key components such as asking questions, obtaining feedback through summarization, and incentive are absent in most listening studies. For instance, Bergovory measured the gain scores in comprehension of a formal lecture after subjects had been exposed to listening training.[17] Shellen used a 28-minute message to determine that there is a relationship between interest and listening.[18] Terry conducted an extensive study to determine the effects that training in listening had on achievement in Business Communication courses. However, the effect that this training had on listening skills was not analyzed.[19]

Allison compared the effects of reinforcement activities on listening comprehension skills. He found that small discussion group treatment is effective in producing significantly higher listening scores. However, this has limited generalization to business communication because the study was conducted with fifth grade students.[20]

Goodyear analyzed the motivational effect of punishment and reward on the listening comprehension of college students. He used two

levels of incentive (points toward a final grade) to determine the effect of motivation on listening. His results did not support the belief that extrinsic motivation facilitates listening as there was no significant difference in listening comprehension of the group. However, the strength of the incentive could be questioned. Goodyear discusses the fact that the students may not have believed the incentive nor perceived it as a significant contribution toward the final grade.[21]

Huseman, Lahiff, and Hatfield summarize the research that is available on listening skill improvement in business by saying:

> We would like to provide more definite conclusions about listening from research studies, but listening ability is a complex combination of factors. The important point to remember is that, given stable personality and average IQ, there is no particular personality trait or intelligence level that excludes us from being good listeners. Listening is a skill that can be learned: we can become better listeners and better teachers of listening skills.[22]

The key elements in this summary by Huseman, Lahiff, and Hatfield are that there are no personality traits that exclude individuals from being good listeners and everyone can become better listeners and teachers of listeners. However, this summary leaves two questions unanswered. First, what is the best instructional strategy for the development of listening skills? Although the statement can be made that everyone can become a better listener, it is not known "how" they may become better. Second, are some people more reticent in interpersonal listening situations, hence, require a different instructional strategy?

According to Phillips, the anxiety that reticent individuals associate with communication participation outweighs the rewards gained

from participation during communicaiton.[23] One dimension or type of communication anxiety that has been substantiated is receiver apprehension.[24] The receiver apprehension construct is viewed as a specific trait anxiety "because it represents a predisposition or tendency to respond to receiving tasks with anxiety."[25] Research suggests that receiver apprehension is related to inadequate information processing and cognitive complexity.[26] If this is the case, individuals who experience anxiety during listening situations may require a special instructional approach to improve listening skills. However, before this question can be answered, research must determine whether or not listening anxiety is related to specific listening behaviors.

Because of a lack of empirical research investigating listening instruction, two experimental studies were designed and conducted. Study I examined the effects of the length of listening instruction and the level of incentive on listening test scores. Study II anlayzed the effect of different instructional strategies on listening skills as well as the effect of listener anxiety on specific listening behaviors. Study II was unique from other listening studies in two ways: 1) it involved a one-on-one setting which is more typical of a business communication environment, and 2) the students did not know that their listening skill was being tested.

## Study I

### METHOD

An experimental design was used to investigate the effect of five independent variables on students' listening test scores.

## Hypotheses

Hypothesis 1. The Accuracy in identifying main points in a dialogue is not significantly different between students who are not exposed to a lecture on listening, exposed to a 45-minute lecture on listening, and exposed to a 90-minute lecture on listening.

Hypothesis 2. The accuracy of identifying main points in a dialogue is not significantly different between students who receive high incentives to do well on a test and students who receive low incentives to do well on a test.

## Subjects

Subjects for the study were 347 Business Communication Students at a large state university.

## Dependent Variable

An audio cassette tape of 22 dialogues was used as the listening test. Each dialogue was on a different business topic, involved different dialects, and presented different organizational patterns. A group of business communication instructors acted as judges to determine the main points of each dialogue. Immediately after the subjects heard the dialogue, they wrote down what they considered to be the main points. The subjects' accuracy in identifying the main points in the dialogue determined their score on the listening test.

## Independent Variables

There were five independent variables in this study. Each of these five variables was a different method of listening skill instruction. Each method, or treatment, was used with two different Business Communication classes. A random process was used to determine which treatment

each class would receive. The same instructor was used with each treatment to insure that the instructor would not be an intervening variable.

The five variables that were analyzed were: 1) no discussion on listening, 2) 45-minute discussion on listening, 3) 90-minute discussion on listening, 4) condition of high incentive to do well on the test, 5) condition of low incentive to do well on the test.

A condition of high incentive was created by telling the students that if they did not score well on the test they would be required to write a report on listening. A condition of low incentive was created by telling the students that if they did not score well on the test they would be required to write a report on listening. A condition of low incentive was created by telling the students that the test was for their own benefit and had no relation to the course or their grades.

Six different treatments were compared: 1) test without any formal discussion on listening with a condition of low incentive, 2) test without any formal discussion on listening under a condition of high incentive, 3) 45-minute discussion on listening followed by the listening test with a condition of low incentive, 4) 45-minute discussion on listening followed by the test under high incentive conditions, 5) 90-minute discusion on listening followed by the test under a condition of low incentive, 6) 90-minute discussion on listening followed by the listening test under a condition of high incentive.

## RESULTS

A one-way analysis of variance was conducted to determine if there was any difference between the six treatment groups (Hypothesis 1 and 2). The F-test indicated that the difference was significant at the .01 level (TABLE 1). Hypothesis 1 and 2 were rejected.

TABLE 1

ANALYSIS OF VARIANCE SUMMARY
COMPARISON OF SIX TREATMENT GROUPS

| Source | DF | SS | MS | F Value |
|---|---|---|---|---|
| Between Groups | 5 | 4480.83 | 896.1 | 25.63* |
| Within Groups | 341 | 11921.24 | 34.95 | |
| Total | 346 | 16402.08 | | |

*Significant at the .01 level

Because the F-test was significant, an a posteriori multiple comparison was conducted using Duncan's Multiple Range Test.

TABLE 2 shows the means of the six treatment groups.

TABLE 2

MEANS OF THE SIX TREATMENT GROUPS

| Group | Mean Score on Listening Test |
|---|---|
| 1. No discussion, low incentive | 35.93* |
| 2. No discussion, high incentive | 39.48** |
| 3. 45 minute discussion, low incentive | 38.77** |
| 4. 45 minute discussion, high incentive | 44.18*** |
| 5. 90 minute discussion, low incentive | 41.97*** |
| 6. 90 minute discussion, high incentive | 46.29**** |

Those groups with a different number of asterisks were significantly different from each other.

## DISCUSSION

The results of this study indicate that both class discussion and level of incentive have an effect on the listening abilities of students. An additional 45-minute discussion on listening skills has the same impact as additional incentive to do well on the listening test. The results of this study have implications for both course instructors and business practitioners.

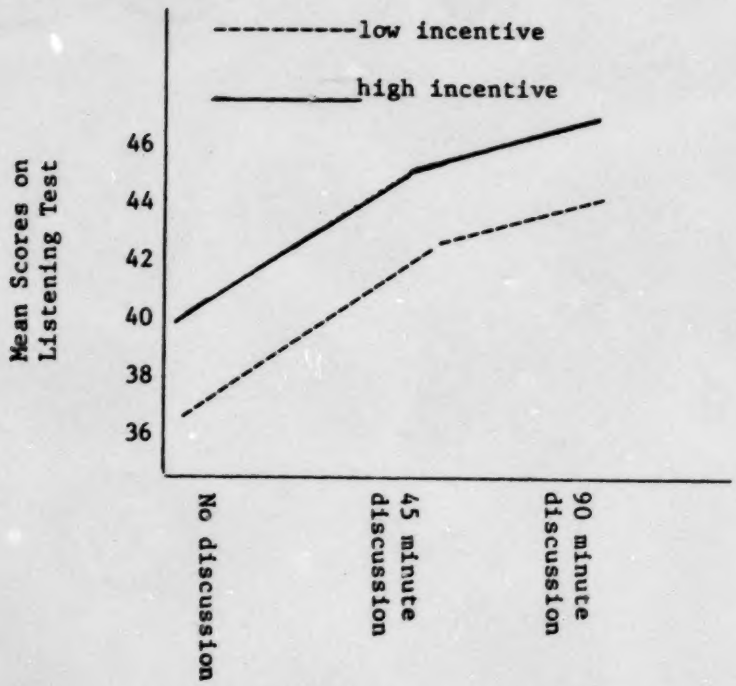
This study gives clear evidence to instructors that it is important to develop an incentive to listen. The results suggest that merely telling students that listening is essential and citing a few statistics are not sufficient. The group that was not exposed to any discussion but had high incentive did as well on the test as the group exposed to a 45-minute discussion but had low incentive.

In other words, those who discussed the importance of listening and the appropriate skills did no better than those who did not participate in such a discussion but were under high incentive to do well on the listening test. Incentive goes beyond merely telling someone the importance of listening skills.

The study also indicates that increased discussion on listening skills increases students' scores on the listening test. Each 45-minute discussion resulted in a significant increase in listening scores for both the low and high incentive groups. This increase can be seen in GRAPH 1.

GRAPH 1

EFFECT OF ADDITIONAL DISCUSSION ON LISTENING TEST SCORES



This graph clearly indicates the effect that the discussion on listening has on students' listening test scores. It is important that the communication instructor integrate both a discussion and a condition of high incentive in the classroom setting. A condition of high incentive is created by going beyond merely informing students about the importance of listening.

## Study II

### METHOD

An experimental study was designed with three independent variables and four dependent variables to test four hypotheses.

Hypotheses

Hypothesis 1. The number of questions asked in a listening situation is not significantly different between students who are not exposed to a lecture on listening, those who are exposed to a lecture on listening, and those who are exposed to both a lecture and a video tape presentation on listening.

Hypothesis 2. The number of students who do or do not take notes during a listening situation is not significantly different between the group that is not exposed to a lecture on listening, the group that is exposed to a lecture on listening, and the group that is exposed to both a lecture and video tape on listening.

Hypothesis 3. The ability to summarize a discussion is not significantly different between students who are not exposed to a lecture on listening, those who are exposed to a lecture on listening, and those who are exposed to both a lecture and a video tape on listening.

Hypothesis 4. There is no relationship between the number of questions that students ask in a listening situation and their score on the Listening Apprehension Test.

Subjects

The subjects in this study were 72 Business Communication Students at a large state university.

## INDEPENDENT VARIABLES

The independent variables consisted of three different treatments: a control group, a 45-minute lecture on listening, and a 45-minute lecture on listening plus a 30-minute video tape demonstration of effective listening skills. Each treatment was used with a different business communication class. The three classes were randomly selected from 28 different Business Communication classes and each of the three classes were then randomly assigned to a treatment.

The 45-minute lecture on listening presented the essential elements of active listening with emphasis on questioning, note taking, and summarizing. The video tape again presented these points and a portrayal of an office setting in which these skills were demonstrated. The control group was not exposed to any discussion on listening.

## DEPENDENT VARIABLES

There were four dependent variables. One dependent variable was the 20 item Receiver Apprehension Test developed by Wheeless.[24] This was administered to all three groups on the same date prior to the treatments. The purpose of this measure was to test Hypothesis 4.

The other three dependent variables were the number of questions asked, whether notes were taken, and the quality of the summary in a listening situation. These measures tested Hypothesis 1, 2, and 3. The listening situation was developed by requiring all the students in each of the three treatment groups to individually attend a ten minute conference with a teaching assistant. The stated purpose of the conference was to allow the students to obtain information relating to their course requirements. Specifically, they were told how to obtain the financial information that was required for their reports.

While presenting the information in the individual conference, the teaching assistant recorded the number of questions the student asked and whether notes were taken. At the end of the conference, the teaching assistant asked the students to summarize the information. The quality of the summary was then evaluated and recorded by the assistant.

The teaching assistant did not know which treatment group the students belonged to as they were randomly assigned to their conference schedule by a different individual. Also, the students were not told that the conference was related to a study on listening until the project had been completed.

## RESULTS

A one-way analysis of variance was conducted to determine if there was a difference in the number of questions asked between the three treatment groups (Hypothesis 1). The analysis of variance was significant at the .01 level as indicated in TABLE 3. Hypothesis 1 was rejected.

TABLE 3

ANALYSIS OF VARIANCE SUMMARY
A COMPARISON OF THREE TREATMENT GROUPS ON
THE NUMBER OF QUESTIONS ASKED

| SOURCE | DF | SS | MS | F Value |
|---|---|---|---|---|
| Between groups | 2 | 37.43 | 18.71 | 6.85* |
| Within Groups | 70 | 191.19 | 2.73 | |
| Total | 72 | 228.63 | | |

*Significant at the .01 level

Because the F-test was significant, an a posteriory multiple comparison was conducted using Duncan's Multiple Range Test. The means of the three groups are shown in TABLE 4. Group three (lecture plus video tape) is significantly different from groups one and two. However, groups one and two are not significantly different from each other.

TABLE 4

MEAN NUMBER OF QUESTIONS ASKED
BY THE THREE GROUPS

| Group | Mean Number of questions asked |
|---|---|
| No lecture | 1.36 |
| Lecture | 1.87 |
| Lecture plus video tape | 3.18 |

A chi-square was initially used to determine if the number of students who took notes differed between groups. However, over 20 percent of the cells had expected counts less than 5, so the chi-square was not a valid test. Consequently, the percentage of students who took notes in each group was determined. These percentages are indicated in TABLE 5.

TABLE 5

PERCENTAGE OF STUDENTS IN EACH GROUP WHO DID TAKE NOTES

| Group | Percentage Who Did Take Notes |
|---|---|
| No Lecture | 79% |
| Lecture | 91% |
| Lecture Plus Video Tape | 87% |

A chi-square matrix was initially established to determine if there was a difference in the students' ability to summarize the message. The quality of each student's summary was evaluated with a three point rating scale (1 = poor, 2 = good, 3 = excellent). This resulted in the matrix presented in TABLE 6.

TABLE 6

MATRIX FOR THE COMPARISON OF THE QUALITY OF STUDENTS' SUMMARIES (Number of Students per cell)

| | Quality of Summary | | |
|---|---|---|---|
| GROUP | Poor | Good | Excellent |
| No Lecture | 5 | 8 | 6 |
| Lecture | 3 | 12 | 16 |
| Lecture plus Video | 1 | 12 | 9 |

More than 20 percent of the cells had expected counts less than five so the chi-square was not a valid test. Consequently, it was only possible to compare raw numbers and percentages. The percentages of each group that was evaluated as either poor, good, or excellent is indicated in TABLE 7.

TABLE 7

PERCENTAGE OF STUDENTS IN EACH GROUP WHOSE SUMMARY WAS EVALUATED AS EITHER POOR, GOOD, OR EXCELLENT

| | Quality of Summary | | |
|---|---|---|---|
| GROUP | Poor | Good | Excellent |
| No Lecture | 26% | 43% | 31% |
| Lecture | 9% | 36% | 55% |
| Lecture plus Video | 4% | 55% | 41% |

A Kendall Tau B correlation coefficient was used to determine if there was a significant relationship between the number of questions that students ask in a listening situation and their score on the Listening Apprehension Test. This resulted in a correlation of -0.13 which was not significant. Hypothesis 4 was accepted.

## DISCUSSION

It is important that a listener asks questions to insure that he or she completely understands the message in interactive situations. This study indicates that there is a significant increase in students' use of questions with a lecture and video-tape presentation on listening. However, there is not a significant increase of questions when the students are only exposed to a lecture on listening. This indicates that it is not sufficient for an instructor to simply present a brief overview of questioning techniques when discussing listening techniques. Rather, it is listening accuracy.

This study supports the evidence that behavior modeling is an effective skill development technique. A key component of behavior 28
modeling is that behavior, rather than just theory, is emphasized. The actual behavior is emphasized when it is viewed on a video tape so this alternative deserves serious consideration when instructors are attempting to improve listening skills.

Notes help a listener organize and maintain the main points of a message. This study indicates that most students are inclined to take notes; however, the percentage who took notes was slightly greater for those who were exposed to a lecture on listening than those who were not exposed to the same lecture. It appears that college students are inclined to take notes but the actual quality of these notes was not investigated in this study. A future study should be conducted to determine if students identify the main points in a message and if this skill is significantly affected by a classroom presentation.

To determine if the message was accurately received, the listener should summarize it for the sender. This study found that a higher percentage of those students who were exposed to a lecture on listening than those who did not attend such a lecture were evaluated as giving an excellent summary. However, the video-tape presentation did not improve the ability to summarize even though summarization was demonstrated. It can be tentatively concluded that a lecture on summarization is valuable but this process deserves further research.

This study only used three categories (poor, good, excellent) when evaluating the summary. More specific criteria and a more sensitive method should be used for future research. Second, each student should

be exposed to a longer, more complex message in which it would be necessary to complete several summaries. In this way it would be possible to obtain several measurements on each student.

Listening apprehension does not appear to be related to the number of questions asked in a listening situation. Even though the teaching assistant attempted to present an authoritative image, did not attempt to relax the listeners, and spoke rather quickly, apprehension as measured by the Receiver Anxiety Test and the number of questions asked was not related. This is not to say that anxiety was not present; however, it does indicate that it is not related to one specific performance criteria in this study, asking questions. Further research examining responses to longer and more complex messages might allow for a better indication of the presence or absence of listening apprehension when asking questions.

## IMPLICATIONS

Communication programs and courses need to prepare students for careers in the business and professional world. The results of these studies provide valuable information for the design of instructional units on listening. Instructors must develop courses which include discussion, behavior modeling techniques, and listening incentive in order to develop improved listening skills. It is not enough to simply tell students that listening is important.

Initially it may seem difficult to develop listening incentives for students when courses attempt to meet an array of objectives in addition to improving listening. An alternative would be to institute

a listening competency procedure. A module on listening and corresponding tests could be required of all students. Ideally these tests would be administered in communication labs, but if communication labs are unavailable, communication departments could work with foreign language departments to develop a time sharing arrangement for students to complete listening competency units independently.

Besides competency based incentives, knowledge about how effective listening improves performance and reduces costs encourages individuals to improve their listening skills. Most students can cite specific concrete situations in which effective listening skills helped overcome problems or poor listening created problems. In undergraduate and business classroom situations, once a person detects the relationship between effective listening and improved performance, the incentive to improve listening skills is increased.

These studies have provided insight concerning methods of improving listening instruction, but further empirical research is necessary. Additional research needs to investigate the effectiveness of different instructional strategies along with determining the effects of different types and levels of listening incentive. Other studies need to examine the effect of incentive on listening apprehension. Investigators also need to examine ways of improving skills used when listening to nonverbal messages. While exploring these research directions, theorists should continue to use "real life" situations which are more generalizable to actual business communication situations.

## References


1. Barbara Lieb-Brilhart, "Update on Basic Skills Legislation," Spectra: A Bimontyly Publication of the Speech Communication Association, (February 1979), pp. 11-12.
2. Vincent S. DiSalvo, "A Summary of Current Research Identifying Communication Skills in Various Organizational Contexts," Communication Education, 29 (July 1980), p. 283.
3. Larry L. Barker, Kittie W. Watson and Lyman K. Steil, Effective Communication: Key to Your Success (Reading, MA: Addison Wesley, 1982) in press.
4. Joseph L. McCaleb, "Centering the Communication Course Upon the Receiver of Persuasive Messages," Communication Education, 26 (Sept. 1977), pp. 227-34.
5. Paul T. Rankin, "Listening Ability," Proceedings of the Ohio State Edicational Conference 9th Annual Session, Columbus, Ohio, 1929, pp. 172-183.
6. D. Bird, "Teaching Listening Comprehension," Journal of Communication, 3 (Nov. 1953), pp. 127-30; E. Klemmer and F. Synder, "Measurement of Time Spent Communicating," Journal of Communication, 22 (June 1972), pp. 142-58.
7. Larry L. Barker, Renee Edwards, Connie Gaines, Karen Gladney, and Frances Holley, "An Investigation of Proportional Time Spent in Various Communication Activities by College Students," Journal of Applied Communication Research, 8 (Fall 1980).

8. William Ford Keefe, Listen Management, New York: McGraw-Hill, 1971, p. 10.

9. DiSalvo, 283-90.

10. Robert W. Rasberry, "Are Your Students Listening? A Method for Putting Listening Instruction into the Business Communication Course," Proceedings Southwest American Business Communication Association Spring Conference, 1980, p. 215.

11. Steven Golen, "An Analysis of Communication Barriers in Public Accounting Firms," The Journal of Business Communication, Vol. 17, #5, p. 39-49.

12. Larry R. Smeltzer, "Barriers to Effective Communication for the First-Line Supervisor: Implications For the Instructor of Business Communication." Proceedings American Business Communication Association National Conference, 1979, pp. 173-178.

13. "The 20% Activities that Bring 80% Payoff," Training, (June 1978), p. 6.

14. S. Mundale, "Why More CEO's are Mandating Listening and Writing Training," Training HRD, (Oct. 1980), pp. 37-41.

15. Mundale, 37-41.

16. Barker, et.al., 1982. Larry L. Barker, Listening Behavior. Englewood Cliffs, N.J. Prentice-Hall, 1971; Barbara A. Dominick, The Art of Listening, Springfield, Ill.: Charles G. Thomas, 1958; Ralph Nichols, and Leonard Stevens, Are You Listening? (New York: McGraw Hill, 1957).

17. Helen Bergovoy, "The Effect of Listening Instruction, Practice, and Personal and Interpersonal Values Upon Lecture Comprehension." Unpublished Doctoral dissertation, University of Miami, 1978.

18. Wesley, Shellen. "The Relationship Between Scores on a Listening Achievement Test and the Interestingness of the Message in Several Conditions of Extrinsic Incentive." Unpublished Doctoral dissertation, Ohio University, 1973.

19. Mollie Terry. "An Experimental Study to Determine the Effects of Training in Listening Skills on Achievement in, and Attitudes Toward, A College Business Communication Course." Unpublished Doctoral dissertation, Georgia State University, 1976.

20. Thomas Allison. "A Comparison of Reinforcement Activities For Listening Comprehension Skills." Unpublished Doctoral Dissertation, Syracuse University, 1971.

21. Herbert Goodyear. "An Experimental Study of the Motivational Effect of Punishment and Reward Anticipation of the Listening Comprehension of College Students." Unpublished Doctoral dissertation, The University of Texas at Austin, 1969.

22. Richard C. Huseman, James M. Lahiff, and John D. Hatfield, Business Communication: Strategies and Skills, Hinsdale, Ill.: The Drydan Press, 1981, p. 263.

23. Gerald M. Phillips, "Reticence: Pathology of the Normal Speaker," Speech Monographs, 25 (March 1968), pp. 39-49.

24. Lawrence R. Wheeless. "An Investigation of Receiver Apprehension and Social Context Dimensions of Communication Apprehension," The Speech Teacher, 24 (March 1975), pp. 258-68.

25. Michael J. Beatty and Steven K. Payne, "Receiver Apprehension and Cognitive Complexity," Western Journal of Speech Communication, 45 (Fall 1981), pp. 363-69.

26. Michael D. Scott and Lawrence R. Wheeless, "The Relationship of Three Types of Communication Apprehension to Classroom Achievement," Southern Speech Communication Journal, 42 (1977), pp. 246-55; Michael J. Beatty, "Receiver Apprehension as a Function of Cognitive Backlog," Western Journal of Speech Communication, 45 (1981), 275-79; Beatty and Payne, 363-69.

27. Wheeless, 258-68.

28. Joseph L. Moses, "Behavior Modeling for Managers," Human Factors, 20 (April, 1978) 231, pp. 225-227.